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CHAPTER II

REVIEW OF RELATED THEORIES

A. The Theoretical Framework

1. The Theories of Writing

Writing is claimed as a difficult subject for most students. Westwood (2008, p.56) noted that it is caused by to compose writing, a writer needs combination of integrated components. The students as the writers do not only have to know about how to write, but also what to write, so the writer needs more imagination and creativity to understand and develop their ideas. Furthermore, Westwood adds that composing writing needs complex thinking that must integrate with multiple components including the topic or theme, choice of words, organization, purpose, audience, clarity, sequence, cohesion, and transcription.

The target of writing is not the writer itself, but the reader. Therefore, the writers should consider all components in writing, using their own words and sentences to make readers interested in his/her writing. Galko (2001,p.57) cites that when the writers want their readers interested in their writing, they should have their own thought. In other words, a writer is able to establish readers'credibility through their original ideas.

Furthermore, Kalayo and Fauzan (2007, p.127) affirm that writing is both process and product. It means that to create a good writing, a writer should do all processes in writing. The writer is not only gathering

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the ideas into the written form but also considering some aspects related to the writing itself. In other words, when a writer does a good process in composing writing, he/she will produce a good writing.

In addition, Brown (2007, p.220) cites the taxonomy of micro- and macro-skill that assist a writer in composing writing.

a. Micro-skills

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical systems (e.g., tense, agreement, and pluralization), patterns, and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.

b. Macro-skills

- 1) Use the rhetorical forms and conventions of written discourse.
- 2) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 3) Convey links and connections between events, and communicate such relations as main idea, new information, given information, generalization, and exemplification.
- 4) Distinguish between literal and implied meanings when writing.

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- 5) Correctly convey culturally specific references in the context of the written text.
- 6) Develop and use a battery of writing strategies, such as accurately assessing the audience' interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Based on the explanations of the concept of writing above, it can be concluded that to master writing skill is not an easy matter. It includes many aspects that should be considered before and after the writers write writing. Writing is also related to the other skills such reading and speaking which make it defined as the complex process.

2. The Purpose of Writing

Writing is not only used to express ideas, hopes, or feeling but also it is used for the other reasons. A writer needs to know for what they write in order to make them focus on one idea and one topic. Besides, the writer will be easy to decide the strategies to achieve a good writing.

According to Grenville (2001,p.1), there are three general purposes of writing, they are:

a. Writing to Entertain

Writing to entertain means that it does not necessarily make the readers laugh, but at least engage their feelings in some way.

Writing to entertain is also known as creative writing or imaginative

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writing. The examples of creative writing are novels, stories, poems, song lyrics, etc.

b. Writing to Inform

It means the content of writing tells the reader about something informational. The examples of writing to inform are newspapers, reports, articles, procedures, etc.

c. Writing to Persuade

The purpose of this writing is to convince the readers about something. This writing tries to make the reader agree with the writer's opinion. This type of writing may include writer's opinion, but as a part of logical case backed up with evidence, rather than just as an expression of feelings.

In line with writing's purpose above, the researcher concludes that writing is necessary in life. Through writing, the writer does not only express his/her ideas in written form but also gives information and entertainment to the readers. Furthermore, through writing, the other skills such as reading, vocabulary, and grammar will be activated. In writing, having good grammar and vocabulary will lead the writer to create good writing. In other words, during writing process, the other skills will be learned implicitly. As Patel and Friends (2008, p.125) say that writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern.

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3. The Process of Writing

Writing is a process to produce written text. It is clear that the writer should do the process to produce the product of writing. During the process, the writer should do the right stages started from before writing until being finished. By doing the stages carefully, the writer will produce a good writing. Williams (2003, p.101) states that there are eight stages of composing writing. They are invention, planning, drafting, pausing, reading, revising, editing, and publishing. Nevertheless, a writer should not do all the stages of writing above. He/she just needs to do the main stages, they are planning, drafting, revising, and editing.

a. Planning

Planning is the first step in writing. In this step, the writer has to think and plan what he/she will write in order to make him/her easier in drafting. Dealing with this, Siach (2007, p.6) tells that if the writer has a clear structure in his/her mind, he/she will be easier to organize the content of his/her writing.

Moreover, Harmer (2004, p.4) states that there are three main issues writers should consider before they are going to write. Those are purpose, audience and content structure. Purpose includes type of text, the language used and the related information. Audience means that the writers should think what language (informal or formal tone) that is suitable used. While, content structure refers to “how the

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best to sequence the facts, ideas or arguments which they have decided to include”.

In teaching writing, during planning process, the teacher may use visual aid to provide visual information for students. It can be a good activity before students as writers write writing. According to Clair (2008, p.8), visual aids help students having lower reading level to seek information and generate ideas.

b. Drafting

Drafting means that writing the ideas in a paper, it may occur for many times. Before drafting, students should have plans in their minds. After having planning, students have to write what they have plan in planning stage and generate their ideas into readable text.

I.S.P Nation (2009,p.119) cites that through drafting, students write their ideas in good order, correct sentences, appropriate vocabularies, and correct grammar. The way learners organize ideas gives them a chance to put their own point of view and their own thought into their writing.

Organizing ideas in junior high school level can be handled by using graphic organizer. Conklin (2006,p.30) states that graphic organizers are visual representation of ideas. It helps beginners gather and sort pertinent information based on what they have planned.

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c. Revising

Crack (2003,p.127) states that revision is seen as crucial to shape and discover meaning during composing. In revising, students may ask their friends to give correction and comments to the writing. It is called peer correction. When students revise, they can cut, rearrange, add, or rewrite, in the following order:

- 1) Cut: Cut unnecessary sections, paragraphs, sentences, or words to remove everything that conceals the good parts of students' story.
- 2) Rearrange: Rearrange the order of the paragraphs into a clearer design.
- 3) Add: Add any information that is needed.
- 4) Rewrite: Rewrite to improve sentences and paragraphs.

d. Editing

I.S.P. Nation (2009, p.120) states that editing involves going back over the writing and making changes to its organization, style, grammatical and lexical correctness, and appropriateness. Furthermore, Jeffcoate (2003, p.147) states that in editing, the students should consider about some mistakes. There are seven types of incorrectness:

- 1) Careless slips, confusions and omissions
- 2) Spelling mistakes
- 3) Punctuation mistakes

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- 4) Grammatical incorrectness
- 5) Formed sentences
- 6) Grammatical inappropriateness
- 7) Semantic or lexical incorrectness.

From the explanation above, the researcher concludes that writing is not only about the product but also the process. The stages above are necessary for a writer to create a good writing. If the writer makes a clear writing, the reader will be easy to catch the idea of the writer.

4. The Assessment of Writing

In assessing writing, the teacher can not measure the students ability by giving them multiple choice, or short answer that can be done in assessing reading or listening. The teacher should ask the students to write in order to know students' achievement. According to Hughes (2003,p.104), assessing and scoring students' writing can be done by using the ESL Composition Profile. The ESL Composition Profile provides some criterias that should be measured by the teacher. It can be explained as follows.

Table II.1
ESL Composition Profile

| | Score | Level | Criteria |
|---------------------|-------|------------------------|---|
| CONTENT | 30-27 | EXCELLENT TO VERY GOOD | knowledgeable, substantive, thorough development of thesis, relevant to assigned topic. |
| | 26-22 | GOOD TO AVERAGE | some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail. |
| | 21-17 | FAIR TO POOR | limited knowledge of subject, little substance, inadequate development of topic. |
| | 16-13 | VERY POOR | does not show knowledge of subject, non-substantive, not pertinent, OR not enough to evaluate. |
| ORGANIZATION | 20-18 | EXCELLENT TO VERY GOOD | fluent expression, ideas clearly stated, succinct, well-organized, logical sequencing, cohesive. |
| | 17-14 | GOOD TO AVERAGE | somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing. |
| | 13-10 | FAIR TO POOR | non-fluent, ideas confused or disconnected, lacks logical sequencing and development. |
| | 9-7 | VERY POOR | does not communicate, no organization, OR not enough to evaluate. |
| VOCABULARY | 20-18 | EXCELLENT TO VERY GOOD | sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register. |
| | 17-14 | GOOD TO AVERAGE | adequate range, occasional errors of word/idiom form, choice, usage, but meaning not obscured. |
| | 13-10 | FAIR TO POOR | limited range, frequent errors of word/idiom form, choice, usage, meaning confused. |

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LANGUAGE USE

| | | |
|-------|------------------------|--|
| 9-7 | VERY POOR | essentially translation, little knowledge of English vocabulary, idiom or word form, OR not enough to evaluate. |
| 25-22 | EXCELLENT TO VERY GOOD | effective complex construction, few errors of agreement, tense, word order, articles, pronoun, and prepositions. |
| 21-18 | GOOD TO AVERAGE | effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order, but meaning seldom obscured. |
| 17-11 | FAIR TO POOR | major problems in simple and complex construction, frequent errors of negation, agreement, tenses, number, word order, articles, pronoun, preposition, meaning confused or obscured. |
| 10-5 | VERY POOR | virtually no mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate. |
| 5 | EXCELLENT TO VERY GOOD | demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing. |
| 4 | GOOD TO AVERAGE | occasional errors of spelling, punctuation, capitalization, paragraphing but the meaning obscured. |
| 3 | FAIR TO POOR | frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured. |
| 2 | VERY POOR | no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate |

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However, in this research, the writer used the assessment of writing of the school, that is focusing more on the type of the text. There

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are some aspects that should be measured by the teacher to know the ability of the students in writing narrative paragraph. It can be explained as follows:

Table II.2
The Assessment of Writing Narrative Paragraph

Name: _____

Class: _____

| No | Aspects Assessed | Score | | | |
|----|--|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | Content | | | | |
| 2 | Organization <ol style="list-style-type: none"> a. Orientation b. Complication c. Resolution | | | | |
| 3 | Vocabulary | | | | |
| 4 | Grammatical features <ol style="list-style-type: none"> a. Action verbs b. Temporal Connectives c. Past Tense | | | | |
| 5 | Spelling & Punctuation | | | | |
| | Total | | | | |
| | Maximum Score | 20 | | | |

Explanation of Score:

- 1 = Incompetent
- 2 = Competent enough
- 3 = Competent
- 4 = Very Competent

$$\text{Final Score} = \frac{\text{TotalScore}}{\text{MaximumScore}} \times 80$$

5. Writing Narrative text

According to Kalayo and Fauzan (2007, p.130), narrative is paragraph created to entertain and motivate the readers. It means that besides containing interesting story, the writer has to insert a moral

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message in a narrative paragraph. To write narrative paragraph, a writer has to know its certain element. Syafi'i et.al. (2011, p.54) add that there are three common elements in narrative paragraph. They are:

a. Unfold over time

Narrative paragraph tells about a story that happens in certain time. Therefore, the writer should use past tense to show the time of the story.

b. Display Emotion

A good narrative paragraph will make the reader can feel what the characters of the story feel. The writer has to be able to create a story that is felt like a real story. It means that the writer should have more imagination and creativity.

c. Center on events more than ideas

Every narrative paragraph has event. Therefore, the writer has to focus on the event. The reader will understand clearly how and when the things happened.

Before writing narrative text, the teacher should provide students pre-knowledge about how to write narrative text. One effective way to attract students' in writing narrative text is prediction. Prediction can be a good pre-activity for writing to gather information and knowledge. Scanlon and friends (2010, p.287) state that predicting a text helps students anticipate what will occur in the text and check to see whether the prediction matches the events in the text. In other words, during

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reading, unconsciously, they will know the outline of what narrative paragraphs should tell about.

Narrative paragraph has two types. Blake Education (1999, p.4) informs that narrative can be defined as two categories. They are traditional and modern narratives. Traditional narratives refer to fairy tales and folk tales, myths and legends, fable and moral tales. While, modern narratives refer to science fiction, choose your own adventures, mysteries, hero and villains, cartoons, horror stories, and realistic fiction.

In Addition, Artono and friends (2008, p.102) affirm that before students as writers are going to write narrative paragraph, they have to pay attention about the generic structure. Those are (1) Orientation, this is the first step in developing narrative paragraph. In this step, the writer shows the scene for the story, informing the reader of the time, place and main characters of the story. (2) Evaluation (optional), a step back to evaluate the plight. (3) Complication, this part shows the complication of the story that needs to be solved. (4) Resolution, this is a third part in narrative paragraph. It shows the solution of the problem. (5) Re-orientation (optional), it tells the readers about the moral message of the story. The four generic structures above have been organized systematically.

In addition, Blake Education cites that narrative text has dominant language features as follows:

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- a. The use of simple past tense, e.g., 'Long time ago....'
- b. Specific characters which may be human or animal, realistic or imaginary. Generally, animal characters portray some human traits and characteristics and they tend to have defined identifies within the story.
- c. There is a sequence of events which is portrayed through the use of conjunctions which build up the relationship of time and cause. They are sometimes called 'joining words', for example, 'because' and 'so'.
- d. Narrative can be written in first person (I, we) or in third person (he, she, they). Some may use the passive voice, for example, 'The clue was discovered by one of the children.'
- e. In choose-your-own-adventure stories, the reader is usually included as part of the story and it is addressed in the role of a character as 'you'.
- f. Descriptive language (adjectives) is used to enhance the visual imagery in the reader's mind relating to the nouns and noun groups within the story, e.g., 'It was a warm and inviting summers' day...', 'the man's bright red overcoat...'
- g. Narratives make use of adverbs and adverbial phrases to help the reader locate events within the text.
- h. A variety of verbs (thinking, feeling, doing) are used to refer to the characters' action and thoughts.

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- i. When dialogue is included in a narrative, it involves a change in tense, e.g., When he got home, he walked in at the front door and went through to the kitchen. “Trish, what are you doing here?” he said.
- j. Narratives are not just a bare sequence of events. They are enhanced at every stage by suggestions of what the characters are thinking, feeling, and saying.

6. The Types of Movie

There are many types of movie made for different purposes. According to Bordwell and Thompson (1997, p.50), types of movie are broken down into :

a. Documentary Movie

A documentary movie supports to present factual information about the world outside the movie. As a type of movies, documentaries present themselves as factually trustworthy. According to Bordwell and Thompson (1997, p.44), there are two types of documentary movie, they are ;

- 1) Complication movie : produced by assembling images from archival source
- 2) Direct cinema : recording an on going event’ as it happens’ with minimal interference by the movie maker.

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b. Fictional Movie

A fictional movie presents imaginary beings, places or events. Yet, if a movie is fiction, that does not mean that is completely unrelated actuality.

For one thing, not everything shown or implied by the fiction movies needs to be imaginary, a typical fiction film stages its events; they are designed, planned, rehearsed, filmed and refilmed. In a fictional film the agents are portrayed or depicted by an intermediate, not photographed directly in documentary.

c. Animated Movie

Animated movie are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation movies do not do continuously filming outdoor action in the real time, but they create a series of images by shooting one frame at a time.

d. Experimental or Avant-grade Movie

Some filmmakers set out to create films that challenge orthodox notion of what movies can show and how it can show it. Experimental films are made for many reasons, they are :

- 1) The filmmakers want to express personal experience or view point
- 2) The filmmakers may also want to explore some possibilities of the medium it self

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- 3) The experimental filmmakers may tell no story but they may create a fictional story that will usually challenge the viewer

7. The Definition of Animation Movie

Most students do not like learning English, because they think it is a difficult and a boring subject. Here, teacher has big role to motivate students learning. Teacher should be able to create good situation and condition to make students learn in fun way.

According to Lynne (2001), the students' interest is one of the main factors to achieve the goal of teaching learning English. For that reason, animated film is a medium that can be used to increase students' motivation in learning writing because students can hear the voice but they will see the situations that happen in the story and then they will be more interested and motivated in using animation film in the class. Lavery (2008) argues that film and video are effective ways in motivating and helping students to understand language. So, in teaching using animated film, students will get interest and try to re-write the story from the film.

8. The Role of Animation Movie in Writing Skill

Writing skill can be achieved in several ways. The use of animation movie will provide some important aspects in stimulating students' motivation in producing the writing. According to Wittich and schuller (1953, p.138), in many subjects, animation movie can open up range of worthwhile learning activities. They also state that classroom

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using film has many values, for example ; pupil interest is heightened, more learning is accomplished, the retention of learned material is more permanent, and interest in reading increase.

9. The Advantages of Using Animation Movie in Teaching Writing

Teaching in general or English teaching in particular is combined effort of various components to achieve a certain goal. It means that the success of teaching is not determined by a single component, by the roles of all components involved. However, in teaching learning process, a teacher needs to bring and apply all components into classroom.

Since movie or film can be heard and seen, animation movie has many contributions in teaching writing narrative paragraph. Firstly, since the story in the movie is conveyed through expression, gesture, language, sounds, and other visual clues, the students would be easier to understand the story in the movie. Secondly, by using animation movie, the students would find it easier to get an idea because they should dramatize or change the idea of story of the movie in audiovisual form became a story into written form by their own words. Thirdly, the students would have a lot of words based on the movie, so they only arrange the words into a good story. Fourthly, for all the reasons so far mentioned, most students would show an increased level of interest when they have a change to see language in use as well as hear it, and when this is coupled with interesting tasks.

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In short, animation movie can be affective media which can be used to teach in all aspects and also help the students to arouse their imaginative skill to compose narrative text, beside that the animated movie can bring the cheerful and joyful atmosphere during teaching and learning processs. In short, the use of animation movies is as a medium in teaching and learning.

10. Choosing the Movies

Stoller (1988) emphasizes that planning the lessons well beforehand and approaching the use of films systematically is significantly important. The films should be previewed and selected carefully. It is also important that the students understand the instructional objectives of a film lesson, since it is probable that they do not necessarily consider the film as a teaching tool, at least not in a similar way as they would consider a textbook. Thus, it is important to give understandable and simple instructions to the students, in order to make them understand that the film is not just an entertaining way to pass time but that it has certain pedagogical goals. However, Allan (1985) emphasizes that it is important to choose topics that are relevant to the students. The stories should interest and appeal in order for the students to stay motivated.

Stoller (1988) points out detailed criteria for choosing appropriate films for EFL classes. Depending on student proficiency levels, the needs and interests of the students can be taken into account, as well as

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instructional and curricular objectives and a variety of different film types. However, not all film types are suitable for all students, levels of ability or educational objectives. Each film also dictates different types of activities. Thus, careful selection and previewing of the films are important.

In addition , Cartoons can be used in the EFL class. They are usually short, and they have a clear storyline. The humour can also be a motivating factor for some students. It makes it easier to follow the story if the characters are familiar to the students, and it also provides the teacher with more material.

11. Techniques of Teaching Writing Using Animation Movie

According to Stamplesky in Richard and Renandya, there are three stages to apply the video/movie in language class, including:

- a. The teacher prepares the students to watch the video/movie by tapping/reviewing their background knowledge about the movie that want the teacher is used, stimulating interest in the topic, and lessening their fear of unfamiliar vocabulary.
- b. The teacher primarily facilitates the actual viewing of video/movie. They involve playing and replaying the entire sequence or relevant parts.
- c. The teacher requires students to focus on important aspects such as factual information, plot development, or the language used in a particular situation first.

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- d. The teacher then will have students do a series of task that require them to concentrate on specific detail, such as sequence of events or a particular utterances used.
- e. The teacher requires students to react to the video/movie or to practice some particular language points. The range of post viewing activities is enormous; in this term is writing activity.

B. The Relevant Research

To avoid the same title used in this research, the researcher shows some previous researches which are relevant to this research. According to Syafi'i (2013, p.94), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. There are two previous researches which have relevancy to this research.

First, a research was conducted by Wiwin Supriyanti (053411264) entitled The Effectiveness of Fairytale Movie as a Medium in Teaching Narrative Writing. This research was quasi experimental research design. She did this research because she wanted to know if effective or not of using fairytale movie to help in teaching narrative writing. The result of the study showed that after the treatment, there was a difference in the students' achievement in writing narrative text between students of experimental class and control class. The two groups were at the same level. Meanwhile, the research showed there was different improvement between two classes. The average score for experimental class was 71.5 and for the control class was

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65.5. This research was succesful because there was improvement of students' achievement in writing narrative text.

Second, a research conducted by Abdul Mufid(3104217) entitled The effectiveness of using picture in Teaching of Narrative Text Writing to Improve students' Achievement". The researcher conducted and experimental research and the design was quasi experiment. The result of the research showed there was a significant difference in their writing skill after teaching by using pictures as a medium in teaching narrative text.

The two strategies of the researches above have similar purpose that is both of them gave contribution in teaching writing Narrative text. The difference is the media that are used in the research for collecting data whereas the writer used animation movie and the previous researcher used fairy tale movie and picture as a media.

Additionally, in this research the researcher used pre-experimental research with one-group pretest posttest design, meaning that only one class needed as experimental class, while the two researches above used quasi-experimental research design.

C. Operational Concept

According to Syafi'i (2013, p.94), operational concept is empiric points from theoretical concepts on all of variables that should be operated. In order to clarify the theories used in this research, the researcher explains briefly about the variables used in this research. This research is an experimental research in which focuses on the effect of using Animation

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movie on students' writing skill in narrative paragraph. Therefore, in analyzing the problem, there are two variables used. They are variable X and variable Y. In this research, variable X is animation movie, and variable Y is Students' writing skill. Variable X is independent variable. The independent variable in this research is the use of animation movie. Meanwhile, variable Y is dependent variable. The dependent variable in this research is students' writing ability.

The indicators of variable X (animation movie) are as follows:

1. The teacher prepares the video/movie "Beauty and The Beast".
2. The teacher prepares the students to watch the video/ movie.
3. The teacher asks students to focus on the important aspects (factual information, plot development and language used) of the movie "Beauty and The Beast".
4. The teacher asks the students to write unfamiliar words of movie "Beauty and The Beast".
5. The teacher asks students to do a series of task to write narrative paragraph based on the movie "Beauty and The Beast".

The indicators of variable Y (students' writing skill) are as follows:

1. The students' ability to develop their ideas to write narrative text well.
2. The students' ability to write orientation, complication and resolution in narrative text clearly.
3. The students' ability to choose appropriate vocabulary in writing narrative text.

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4. The students' ability to use action verb and use simple past tense in writing narrative text correctly.
5. The students' ability to use correct spelling and punctuation in writing narrative text.

D. The Assumption and the Hypothesis**1. The Assumption**

- a. Narrative paragraph has been learned by the tenth grade students at the first semester. It is assumed that the semester of the tenth grade students at State Senior High School 01 Seberida Indragiri Hulu Regency are able to write the narrative paragraph well.
- b. The better animation movie is applied, it is assumed that the more easily the students write narrative text.

2. The Hypothesis

- a. Null Hypothesis (H_0) : There is no significant difference between before and after using animation movie for students' skill in writing narrative text at State Senior High School 1 Seberida Indragiri Hulu Regency.
- b. Alternative Hypothesis (H_a) : There is a significant difference between before and after using animation movie for students' skill in writing narrative text at State Senior High School 1 Seberida Indragiri Hulu Regency.